

Rubric for Culturally Responsive Lessons/Assignments

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Criteria	Minimal	Emerging	Effective	Highly Effective
VOICE Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other	No intentionally designed places for students to work together, learn cooperatively, or share these things – it is all teacher-centered.	One brief place for working together or sharing, not directly integrated with the topic of the lesson(s), otherwise teacher-centered.	Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.	Students work together cooperatively or share throughout, in ways deeply interwoven with the topic of the lesson(s) – fully student-centered.
DIFFERENTIATION Lesson/Assignment provides opportunities for individual learners to express their learning in various ways , accounting for multiple learning styles.	Only one way for all students to express their learning	Students may interact with material in more than one way, but final product(s) have only one way to be considered acceptable.	Several ways for students to express their learning.	Several ways for students to express their learning, which have been informed by student input and instructor knowledge of individual students' strengths and needs.
ACCESS Lesson/Activity communicates ideas in several different ways	Ideas communicated in only one way.	Ideas communicated in two similar ways.	Ideas communicated in three or more different ways	Ideas communicated in three or more different ways that are informed by student input and instructor knowledge of students' differing learning styles.
CONNECTION Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences	No or minimal real-life connections made or representations given	One real-life connection made or represented from the experiences of the dominant culture	More than one real-life connection made or represented but mostly from the experiences of the dominant culture	More than one real-life connection made or represented from a variety of cultures and life experiences.

HIGHER ORDER THINKING Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning	Rudimentary level recall and understanding is all that is asked for or expected	Mostly recall and basic understanding, with only one or two opportunities for higher order applications and creative thinking.	Some higher order applications and creative thinking included, but only in one predetermined way.	Many opportunities for higher order applications and creative thinking, in several ways as originated from the students.
SOCIAL JUSTICE Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.	No or minimal avenues for connecting learning to social concerns that are relevant to the students.	One predetermined avenue to connect learning to social concerns relevant to the students and enact change.	Several predetermined avenues to connect learning to social concerns relevant to the students and enact change.	Students given opportunity to explore many avenues of their choosing that connect learning to social concerns that are relevant to them and enact change meaningful to them.
EQUITY/DECOLONIZATION Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/micro-aggressions in instruction/language/expectations so students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.	The dominant discourse and perspective is the only one presented, and students who cannot access it will fail.	Some attention paid to making the discourse inclusive, but students are still expected to sink or swim.	Discourse and perspectives are presented in a variety of ways that are inclusive of non-dominant backgrounds, students given some multiple points of access.	Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material